



ISTEP+: Grade 4

English/Language Arts

Released Part 1 Applied Skills (open-ended) Items
and Scoring Notes

Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- a short summary of scoring rules utilized by the trained evaluators
- a copy of the rubrics—or scoring guides—used by evaluators to score student responses
- a copy of the released Applied Skills questions (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

Question Types

This document addresses questions from *ISTEP+ Part 1. Students* demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

Scoring

The questions on *ISTEP+ Part 1* are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

ISTEP+ Part 1: English/Language Arts		
Question Type	Score Reporting Categories	Scoring Method
Constructed-Response (CR)	Reading	2-pt. CR Rubric (Grades 3- 8, 10)
Writing Prompt (WP)	Writing	6-pt. Writing Applications Rubric (Grades 3-4, 5-8, 10) 4-pt. Language Conventions Rubric (Grades 3-4, 5-8, 10)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

English/Language Arts Constructed Responses

Session One, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of nonfiction or literary text. The reading comprehension task consists of one passage and three constructed-response (CR) questions. Because this is a reading comprehension task, all of the information students need to answer the questions correctly is contained in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages display the CR questions.

An example of a top-score response is provided for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied the item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

English/ Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Passage

Just Sitting

by Paula B. Terrey



- 1 My brother has been working on his car in the barn. He comes around the corner of the house, wiping grease from his hands. "What are you doing?" he asks.
- 2 "Just sitting."
- 3 I'm sitting on the porch steps. The air is milky warm. Crickets are singing, and fireflies blink under the willow. The lawn is a fuzzy dark blanket stretching to the pond. The pond is a polished black stone.
- 4 My brother sits next to me.
- 5 My sister comes out of the house, and the screen door bangs. "What are you doing?" she asks.

- 6 "Just sitting," my brother and I say. My sister sits next to us. She's brought frozen blueberries in a crockery bowl. The berries make a crunching winter sound as we bite into them. I hold one in my mouth until it's blueberry slush. My brother eats a handful all at one time, and his teeth squeak on the skins.
- 7 "What are you doing?" my mother asks. She's inside peering through the screen door.
- 8 "Just sitting," my brother and sister and I say.
- 9 My mother opens the door and does not let it bang. Her sigh matches the squeak of the springs as she settles onto the porch swing. She's still wearing her apron, but in a minute she remembers and takes it off.
- 10 Tonight there is only the barest sliver of a moon. Still, I can see the corn in the dark, much taller than I am—tall enough to hide a man. My daddy is out there, saying good night to the corn. Then he's striding toward us, and I can see the smiling around his eyes and the ears of corn he holds in his arms like a baby.
- 11 "What are you doing?" Daddy says.
- 12 My brother, my sister, my mother, and I all say, "Just sitting."
- 13 My daddy sits beside my mother on the porch swing.
- 14 The crickets are noisy, but the corn is quiet. My family's just sitting, but my heart is singing.

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Item #1
Constructed-Response

Constructed-Response
Reading: Literature

Question 1

- 1.** How does the narrator's use of descriptive language contribute to the reader's understanding of the setting? Support your answer with details from the story.

Top-Score Response:

The reader is able to feel the “milky warm” air around him/her as he/she looks up and sees a skinny little piece of the moon, or the barest sliver of it at least. The reader is able to visualize the “fuzzy dark blanket stretching to pond,” which shows the setting to be at night with moonlight reflecting off of the lawn. The description of the pond that looks like a “polished black stone” shows that it is a quiet night, not windy, but with only the little piece of moon reflecting down on the pond. The descriptive language helps us to use our senses to visualize the setting.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 1, Sample A – Score Point 2

How does the narrator's use of descriptive language contribute to the reader's understanding of the setting? Support your answer with details from the story.

The setting is a Farm. And the narrator helps us understand that it is a farm by giving us details. Like the milky warm air and the fields of corn. Those things would not be in a big city.

Scoring Notes: The response fulfills all the requirements of the task by providing examples from the text (*Like the milky warm air and the fields of corn.*). The response shows an understanding that it is a rural evening setting and not a more urban setting (*Those things would not be in a big city.*).

Question 1, Sample B – Score Point 2

How does the narrator's use of descriptive language contribute to the reader's understanding of the setting? Support your answer with details from the story.

I think he uses descriptive language so you can see it. The text says the lawn is a fuzzy blanket. The text also says the pond is a polished black rock. So that's why I think he used descriptive language.

Scoring Notes: The response fulfills all the requirements of the task. The writing provides text-based details to support the relevant information (*...he uses descriptive language, so you can see it...the lawn is a fuzzy blanket...the pond is a polished black rock.*).

Question 1, Sample C – Score Point 1

How does the narrator's use of descriptive language contribute to the reader's understanding of the setting? Support your answer with details from the story.

It contributes to the readers understanding of the setting because it gives the reader more of an idea of what the story's going to be about for example, Tonight there is only the barest sliver of moon.

Scoring Notes: The response fulfills some of the requirements of the task, but the information provided is too general and the example included (*Tonight there is only the barest sliver of moon.*) needs additional support. The writing needs to provide a clear connection between the descriptive language and how it contributes to an understanding of the setting.

Question 1, Sample D – Score Point 1

How does the narrator's use of descriptive language contribute to the reader's understanding of the setting? Support your answer with details from the story.

By saying The air is milky warm. crickets are singing and fireflies blink under the willow. The lawn is a fuzzy dark blanket stretching to the pond. The pond is a polished black stone.

Scoring Notes: The response fulfills some of the requirements of the task by providing examples from the text (*...the air is milky warm. crickets are singing and fireflies blink under the willow. The lawn is a fuzzy dark blanket stretching to the pond. The pond is a polished stone.*). However, this is just a list of the descriptive language and does not go on to explain how the descriptive language contributes to the reader's understanding of the setting.

Question 1, Sample E – Score Point 0

How does the narrator's use of descriptive language contribute to the reader's understanding of the setting? Support your answer with details from the story.

The narrator's use of descriptive language contribute to the reader's understanding of the setting because to tell them the narrator's of descriptive language contribute to the reader's understanding of the setting.

Scoring Notes: The response does not fulfill the requirements of the task. It does not give any text-based examples of descriptive language from the text. The response does not address how the descriptive language contributes to the reader's understanding of the setting in the story. The response attempts to answer the question by merely rewording the prompt.

Question 1, Sample F – Score Point 0

How does the narrator's use of descriptive language contribute to the reader's understanding of the setting? Support your answer with details from the story.

It says that on the porch's where they were sitting.

Scoring Notes: The response does not fulfill the requirements of the task. It does not give any text-based examples of descriptive language from the text. The response does not address how the descriptive language contributes to the reader's understanding of the setting in the story. The response shows no understanding of descriptive language.

Item #2
Constructed-Response

Constructed-Response
Reading: Literature

Question 2

- 2.** How do the narrator's actions affect the other characters in the story? Support your answer with details from the story.

Top-Score Response:

The narrator was 'just sitting' on the porch steps by herself. After the narrator chose to sit, a ripple effect began to happen. Her brother started by asking, "What are you doing?" The narrator responded with, "Just sitting" as he sat down without asking and joined her. Then the next family member came by and asked the same question. The narrator and her brother both responded the same way, "Just sitting." Then, without saying a word, the family member sat down and joined them. Again and again this happened. One person became the entire family just sitting on the porch together enjoying noisy crickets.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 2, Sample A – Score Point 2

How do the narrator's actions affect the other characters in the story?
Support your answer with details from the story.

Whenever the main character says their, "just sitting." The person they were talking to decides to sit down with them. In paragraph 4 it states, "My brother sits next to me." In paragraph 6 it says, "My sister sits next to us."

Scoring Notes: The response fulfills all the requirements of the task. The details provided are text-based (*Whenever the main character says their, "just sitting," The person they were talking to decides to sit down with them.*). Additional support is provided to support the statement (...*"My bother sits next to me"*... *"My sister sits next to us."*).

Question 2, Sample B – Score Point 2

How do the narrator's actions affect the other characters in the story?
Support your answer with details from the story.

The narrator's actions affect the other character's but when everybody asks the girl what she's doing and she says "Just sitting" then everybody joins her.

Scoring Notes: The response fulfills all the requirements of the task. The details are text-based and relevant (...*when everybody asks the girl what she is doing and she says "Just Sitting" then everybody joins her.*). The writing explains that the narrator was sitting first and that the others joined her.

Question 2, Sample C – Score Point 1

How do the narrator's actions affect the other characters in the story?
Support your answer with details from the story.

The narrator's actions affect the other characters because one person was sitting and then another person came. In the text it says that everybody was busy but then the sat on the porch. In the text it also says that everybody just sat there eating frozen blueberries.

Scoring Notes: The response fulfills some of the requirements of the task. The details provided are too general (*The narrator's action's affect the other characters because one person was sitting and then another person came.*). The response has missing information and does not provide an explanation why the other people came to sit.

Question 2, Sample D – Score Point 1

How do the narrator's actions affect the other characters in the story?
Support your answer with details from the story.

The narrator's actions affect the other characters in the story because when he told just one person what he was doing, it caused a ripple affect on everyone else.

Scoring Notes: The response fulfills some of the requirements of the task. The detail provided is too general (*...when he told just one person what he was doing, it caused a ripple affect on everyone else.*). The response is missing information and needs further elaboration.

Question 2, Sample E – Score Point 0

How do the narrator's actions affect the other characters in the story?
Support your answer with details from the story.

The narrator's actions affect the other
characters by having great words makes
other people feel happy.

Scoring Notes: The response does not fulfill the requirements of the task. The detail provided is incomplete and does not answer the question (...*having great words makes other people feel happy.*). While this could be the reason that the family sat on the porch, the response does not make any reference to the characters sitting for this reason.

Question 2, Sample F – Score Point 0

How do the narrator's actions affect the other characters in the story?
Support your answer with details from the story.

Their actions are sitting down
and looking at the corn.

Scoring Notes: The response does not fulfill the requirements of the task. The detail provided is incomplete and inaccurate (...*sitting down and looking at the corn.*). The response does not mention that the narrator is sitting first and others sit with her.

Item #3
Constructed-Response

Constructed-Response
Reading: Literature

Question 3

3. Read this sentence from Paragraph 14.

My family's just sitting, but my heart is singing.

What does the narrator mean by this sentence? Support your answer with details from the story.

Top-Score Response: Even though mom and dad are sitting on the swing, not saying a word and the brother and sister are “just sitting” there as well, she is happy. She is happy on the inside because you sing when you are happy. Her family isn’t doing anything, but “just sitting.” The happiest place for her to be is at home, together with all of her family.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 3, Sample A – Score Point 2

Read this sentence from Paragraph 14.

My family's just sitting, but my heart is singing.

What does the narrator mean by this sentence? Support your answer with details from the story.

According to the narrator it means she is having fun with her family. Her heart is excited. It's her feeling her emotion. Her family's just sitting. It's calm no one is disturbing know one. Everyone is quite.

Scoring Notes: The response fulfills all the requirements of the task. The response includes relevant, text-based details (...it means she is having fun with her family. Her heart is excited...family's just sitting. It's calm no one is disturbing know one. Everyone is quite.).

Question 3, Sample B – Score Point 2

Read this sentence from Paragraph 14.

My family's just sitting, but my heart is singing.

What does the narrator mean by this sentence? Support your answer with details from the story.

The narrator means that she is doing something boring but having a good time. The text shows that the whole family is sitting on the porch. The text also shows that they are eating and talking together. As you can see, the family's just sitting but they're having a good time.

Scoring Notes: The response fulfills all the requirements of the task. The student provides relevant, text-based details to support the assertion that the narrator is (doing something boring, but having a good time. ...they are eating and talking together...the family's just sitting but they're having a good time.).

Question 3, Sample C – Score Point 1

Read this sentence from Paragraph 14.

My family's just sitting, but my heart is singing.

What does the narrator mean by this sentence? Support your answer with details from the story.

The narrator just means one thing by this sentence. She means how it's a really nice night and she is enjoying it. The text states, "The air is muggy warm, crickets are singing, and fireflies blink under the willow." The narrator has one really good reason for her heart to be singing.

Scoring Notes: The response fulfills some of the requirements of the task. The information provided is not fully developed (*...she means how it's a really nice night and she is enjoying it.*). The response also provides text-based details about the setting, but does not go on to fully answer the question as there was no mention of the family members or referencing the quote from paragraph 14. The details provided do not clearly support the answer given.

Question 3, Sample D – Score Point 1

Read this sentence from Paragraph 14.

My family's just sitting, but my heart is singing.

What does the narrator mean by this sentence? Support your answer with details from the story.

I think she is happy because she is saying all of the good things about that night.

Scoring Notes: The response fulfills some of the requirements of the task. The information provided is not fully developed (*I think she is happy because she is saying all of the good things about that night.*). The response does not give details from the story to support the answer.

Question 3, Sample E – Score Point 0

Read this sentence from Paragraph 14.

My family's just sitting, but my heart is singing.

What does the narrator mean by this sentence? Support your answer with details from the story.

It means his heart is singing to the night sky.

Scoring Notes: The response does not fulfill the requirements of the task. The response does not answer the question. The explanation provided (*It means his heart is singing to the night sky*) seems to be a literal interpretation and lacking in additional support.

Question 3, Sample F – Score Point 0

Read this sentence from Paragraph 14.

My family's just sitting, but my heart is singing.

What does the narrator mean by this sentence? Support your answer with details from the story.

Her heart is pumping so hard it feels like its singing

Scoring Notes: The response does not fulfill the requirements of the task. The information provided (*her heart is pumping so hard it feels like its singing.*) is not relevant. The response is written in the literal sense and shows no understanding of the meaning behind this sentence.

Item #4
Writing Prompt

Writing Prompt

You have read an article about the problem of an invasive fish species. Using details from "Beware of This Fish!," write a persuasive article for the school newspaper explaining to students who have pet lionfish why they should not release them into the wild.

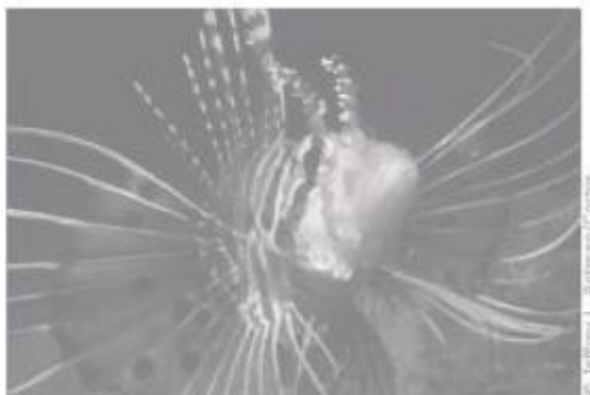
Be sure to include

- details from the article to explain why lionfish should not be released into the wild
- descriptions of some of the ways that invasive species cause problems
- an introduction, a body, and a conclusion to your article

Use the following Prewriting/Planning page to help you plan your writing. Then write your final draft on the lined pages.

Passage

Beware of This Fish!



Hunters in the Deep

- 1 Deep in the ocean, a fierce predator swims and hunts. It's not a huge shark or a scary squid. It's a striped fish that's only about the size of a dinner plate. It's called a lionfish, and it's causing big problems for its ocean habitat.

Lionfish Invasion

- 2 Lionfish are an invasive species. Invasive species are plants or animals that live where they don't belong and harm the habitat.
- 3 Right now, many lionfish are in the ocean near the United States. But lionfish are native to oceans far from our country. That means they normally live in faraway oceans. How did they get here?
- 4 No one knows for sure. But some scientists think that people in the U.S. kept lionfish as pets. When the people got tired of the lionfish, they put them in the ocean. Over time, the lionfish started to take over the habitat!

Unstoppable Lionfish

Lionfish eat more than 70 different kinds of ocean animals. And lionfish keep eating, even when they're full.

Not many animals are able to hunt and eat lionfish. Lionfish have sharp spikes. When an animal touches a spike, the spike lets out venom, which is a poison that can hurt or even kill.

Lionfish also have a lot of babies. A female lionfish can lay 2 million eggs in a year!

All of this is bad news for the habitat. Lionfish eat so much that not much food is left for the other animals. And since other animals can't eat them, the number of lionfish keeps growing.



Living with Lionfish

Scientists don't think it's possible to get rid of all the invasive lionfish. There are too many, and they swim in deep water, where it's hard to get them.

Some places hold contests to see who can catch the most lionfish. If the lionfish are cleaned and their spikes are removed, people can eat them! In other places, people train sharks to eat the lionfish. Lionfish venom doesn't harm sharks like it harms other animals.

Scientists are also trying to teach people how to stop problems like this before they start. People should not release their pets into the wild. It's best to keep animals in the habitats where they belong!

Writing Rubric Grades 3–4

SCORE POINT 6
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.
Ideas and Content
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • thoroughly develop the topic with facts and details? • fully explore many facets of the topic?
Organization
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? • effectively connect ideas and events using words and phrases?
Style
<p>Does the writing exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing display a clear understanding of the task and purpose? Does it</p> <ul style="list-style-type: none"> • display a strong sense of audience? • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Ideas and Content

Does the writing stay focused? Does it

- stay on the topic?
- very seldom ramble and/or repeat information?

Does the writing include many relevant ideas? Does it

- fully develop the topic with facts and details?
- explore many facets of the topic?

Organization

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?
- effectively connect ideas and events using words and phrases?

Style

Does the writing exhibit more than adequate word usage? Does it

- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Is the writing appropriate to task and purpose? Does it

- display a sense of audience?
- have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have voice).

SCORE POINT 4
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
Ideas and Content
<p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> Does it mostly stay on the topic? (Writing may include minor tangents.) Writing may include some rambling and/or repetition. <p>Does the writing include some relevant ideas and information?</p> <ul style="list-style-type: none"> Does it present related information? Writing may not fully develop the topic with facts and details; it may list ideas with some detail.
Organization
<p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a clear beginning, but have a conclusion)? have a logical progression of main ideas and support? (Writing may have lapses.) connect ideas and events using words and phrases?
Style
<p>Does the writing exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing demonstrate an awareness of task and purpose?</p> <ul style="list-style-type: none"> Does it display some sense of audience? Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Ideas and Content

Does the writing stay somewhat focused?

- Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- Writing may ramble and/or repeat information.

Does the writing include some relevant ideas? Does it

- minimally develop the topic and does not begin to exhaust the possibilities?
- provide minimal facts and details, but does not fully support ideas?

Organization

Does the writing have some order? Does it

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?
- attempt to connect ideas and events using words and phrases?

Style

Does the writing exhibit minimal word usage? Does it

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing demonstrate some awareness of task and purpose but display little sense of audience?

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing exhibit less than minimal focus?

- Writer may get distracted or drift away from topic.
- Topic may not be developed.

Does the writing include few relevant ideas?

- Writing may include unfinished/fragmented ideas that don't develop the topic.
- Writing may include only one or two facts or details.

Organization

Does writing have little order? Does it

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?
- demonstrate little ability to connect ideas and events using words and phrases?

Style

Does the writing exhibit less than minimal word usage? Does it

- contain ordinary/common words?
- show no evidence of attention to word choice?

Is the writing hard to read?

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Does the writing lack sentence variety?

Does the writing demonstrate minimal awareness of task and purpose and display little sense of audience?

- Text may be flat, lifeless (i.e., have no voice).

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
Ideas and Content
<p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief.
Organization
<p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other. Writing does not connect ideas and events using words and phrases.
Style
<p>Does the writing exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing demonstrate minimal awareness of task and purpose and little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice).

Grammar and Usage Rubric Grades 3-4

In their writing, students will apply the Standard English conventions defined in the 2014 Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a good command of language skills?
4	<p><i>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</i></p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in grade-level appropriate comma and apostrophe use? • Are there few or no errors in verb usage? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
	Does writing exhibit an adequate command of language skills?
3	<p><i>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</i></p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have grade-level appropriate comma and apostrophe use? • Do most sentences have correct verb usage? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
	Does writing exhibit a minimal command of language skills?
2	<p><i>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</i></p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have grade-level appropriate comma and apostrophe use? • Do some sentences have correct verb usage? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
	Does writing exhibit a less than minimal command of language skills?
1	<p><i>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</i></p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in grade-level appropriate comma and apostrophe use? • Are there many errors in verb usage? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Writing Prompt, Sample A

Writing – Score Point 6

Grammar and Usage – Score Point 4

"Hi," I'm Kaie and my club and I have been given another task of exploring lionfish. We recently learned that lionfish are invasive species to the U.S. oceans. The reason lionfish are endangered is because people had them as pets and realized they didn't like them, so they wanted to get rid of them. They threw them into the ocean. Weird huh? I don't even know why somebody would want a pet that let out venom. Anyway, this is my persuasive article.

I'm Katie and I learned the lionfish are invasive species in the oceans. Your wasting your money you use to buy it. You could give it to a friend and they can pay you or you can give it back to the pet store. People will throw them in the ocean because they don't know what will happen in the future. But now you do. Once you let them go, lionfish will eat a lot of fish and other ocean animals. Actually they eat up to 70 different kinds of ocean animals. Wow!

They second reason is that there aren't many species that eat lionfish because of their spikes and poisons. So that makes the lionfish pollutant grow. One species that can eat lionfish are sharks. Yet those are only one of the few predators.

Even though scientists don't think it's possible to get rid of them, it's worth a try. People have been thinking of a solution to our lionfish invasion problem. One solution is to have a contest to see how many lionfish you can catch. Then if they are cleaned and their spike are remove, lionfish can be eaten, but personally I think this is disgusting!

Those solutions aren't enough to stop the lionfish. Right now there are probably hundreds of lionfish that are swimming in our oceans. We don't want lionfish to take over our seas, so we must get rid of them! (Not fully.)

Like my persuasive article about lionfish? Now people won't or at least hopefully won't, just dump their pet lionfish into the ocean. Right? It is our job to keep the world safe. We should try to do our job as much as we can. Help us by not letting lionfish takeover our world. You will save the planet!!

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- stays fully focused on the topic as to why students who have pet lionfish should not release them into the wild (e.g., *We recently learned that lionfish are invasive species to the U.S...People throw them in the ocean because they don't know what will happen in the future*) and (*Sharks...scientists...contests...are not enough to stop the lionfish...*).
- includes detailed, relevant support (e.g., *One species that can eat lionfish are sharks. Then if they are cleaned and their spike are remove, lionfish can be eaten...*).
- follows a clear, logical order with a beginning, middle and an end.
- includes dynamic words and rich details using challenging vocabulary (e.g., *The reason lionfish are endangered is because people had them as pets and realized they didn't like them, so they wanted to get rid of them. People have been thinking of a solution to our lionfish invasion problem.*).
- is fluent and easy to read.
- displays a strong, clear sense of audience (e.g., *It is our job to keep the world safe...You will save the planet!!*).

NOTE: A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors that impair the flow of communication.
- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has no errors in apostrophes or commas.
- has no grade-level spelling errors.
- contains no run-on sentences or sentence fragments.

Writing Prompt, Sample B

Writing – Score Point 6

Grammar and Usage – Score Point 4

Don't Ever Release Lionfish!

I for one don't have a pet lionfish. After reading this article, I certainly don't want one! The article says people have released their pet lionfish because they don't want them anymore. Big mistake! If they read the article, they would wish they hadn't because releasing pet lionfish is a big NO NO!

I want to warn you that you shouldn't release your pet lionfish because America's oceans are not a lionfish's natural habitat. Lionfish have began to invade the fish and sea creatures of America's ocean homes. Also, the spikes on a lionfish are poisonous, so when fish try to get near or attack a lionfish...they die or get seriously hurt. Those sea creatures are food for many people and animals.

Sharks are the only sea animals that are basically immune to the poison of lionfish. So sharks eat lionfish. Do you know how long it would take sharks to eat all of those lionfish when lionfish have millions of babies each year? A very long time! Everyone who releases their pet lionfish into oceans, STOP!!!! You people are making it worse! I encourage everyone who doesn't want their pet lionfish to please give it back to the pet store, kill it and clean it to eat it- I don't know. Just don't throw it into America's or anyone else's oceans!

Like I said, lionfish are poisonous. They are poisonous to humans and animals. So if you like to eat fish, this is a perfect solution for you if you don't want your pet lionfish anymore! The spikes are poisonous. First, clean the spikes and the fish. Well, kill it first! Next, cook it the way you like it best. Then once it is done cooking, season it. Finally, eat it! If you don't like fish, clean, cook and season it. Then give it to someone who does. That's one less lionfish!

If you have a lionfish at home that you don't want, do everyone a favor, don't release it into the ocean. There are so many other things you can do with it. You can keep it, give it to someone who won't release it, eat it, or just give it back to the pet store. I'm sure you could find other ways to deal with it.

When a lionfish is hungry, it eats until it's full. But then, it keeps on eating. In fact, it eats over 70 different sea creatures. With so many moonfish in the ocean, the amount that they eat, and how they are poisonous, it doesn't help when you release another one!

See how much damage releasing just one lionfish does?

I hope I encouraged you not to release your pet lionfish. You can spread the word not to release any lionfish into the ocean. Soon everyone will hear about it and we can save all those

creatures! They wouldn't have to live with the burden of lionfish! Won't that be just great? In no time, everyone will be shouting happily and saying, "Goodbye, lionfish!" The sea creatures in the oceans of the world would be rejoicing. It all starts with you making the right decision!

Notes for Writing Prompt, Sample B

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- stays fully focused on the topic as to why students who have pet lionfish should not release them into the wild. The response includes thorough and complete ideas (e.g., *...America's oceans are not a lionfish's natural habitat... lionfish are poisonous.*) and (*...give it back to the pet store, kill it and clean it to eat.... Just don't throw it into America's or anyone else's oceans!*).
- includes detailed, relevant support (e.g., *...sharks eat lionfish. In fact, it eats over 70 different sea creatures.*).
- has a clear order and follows a clear sequence with a beginning, middle, and an end.
- exhibits exceptional word usage along with vivid descriptions and an overall sophisticated writing (*certainly don't...seriously hurt...basically immune...encourage you to...burden of lionfish...rejoycing...right decision!*).
- is fluent and easy to read.
- displays a strong, clear sense of audience (*I want to warn you that you shouldn't release your pet lionfish...It all starts with you making the right decision!*).

NOTE: A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has no errors in apostrophes or commas.
- has 1 grade-level spelling error (*rejoycing*[rejoicing]).
- contains no run-on sentences or sentence fragments.

Lionfish Issues

There is a big problem with Lionfish. Lionfish are an invasive species. Invasive species are a plant or animal that harm a habitat that is not theirs. They are native to oceans far from us. Scientists are not positive, but they think U.S. citizens kept lionfish as pets, and when they got tired of them, they let them go. They soon started to destroy the habitat.

There is a very important reason why you should not release lionfish. When they have been a pet to someone for quite a while, do not release them to an unknown habitat. It not only hurts the lionfish, but it hurts humans and animals. If you are tired of your lionfish, send it to a zoo or to someone you know that would enjoy your lionfish.

When you release a lionfish into a new place, you are endangering other species. You are also endangering your lionfish because much bigger species are trying to capture lionfish to stop the issues. Another big issue is when you release them, they could give birth to millions of eggs. And soon after, they will be adults and endanger more species. This is bad news to other fish because with the population of lionfish growing, they are not leaving much food for the other fish. Since other animals cannot eat lionfish, that is out of the question also.

When you do not release lionfish, you are saving so many animal's lives, including a lionfish. Lionfish may not like it when you release them to a new habitat because that could be like a whole new land to them. Some people will train sharks to catch lionfish and the people will clean and then eat them. When you don't release them, you are saving their lives. Scientist think that it is not possible to get rid of all of the lionfish because so many people are letting them go. If you want to save many lives, do not release your lionfish to the wild.

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Applications Rubric.

This sample

- stays focused on the topic as to why students should not release their pet lionfish into the wild (e.g., *When you release a lionfish into a new place, you are endangering other species. This is bad news to other fish because with the population of lionfish growing, they are not leaving much food for the other fish.*).
- includes detailed, relevant support (e.g., *...when you release them, they could give birth to millions of eggs. Some people will train sharks to catch lionfish and the people will clean and then eat them.*).
- has a clear order with a beginning, middle, and an end along with logical progression. Both the introduction and conclusion are engaging, and internal transitions help smooth the flow of ideas (e.g., *If, Since, Another, When*).
- exhibits more than adequate word usage, including sentence pattern and complex sentences (e.g., *When they have been a pet to someone for quite a while, do not release them to an unknown habitat... they will be adults and endanger more species.*).
- is fluent and easy to read.
- displays a clear sense of audience (*There is a big problem with Lionfish. If you want to save many lives, do not release your lionfish to the wild.*).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has no errors in apostrophes or commas.
- has no grade-level spelling errors.
- contains no run-on sentences or sentence fragments.

Writing Prompt, Sample D

Writing – Score Point 5

Grammar and Usage – Score Point 4

Student's animals are in danger because of the lionfish. So, help make it stop today.

So you may be asking yourself why do we need to help get rid of these fish? Well we need to get rid of them because they hurt animals and not alot of animals can eat the lionfish so they can't control there population. So, we need to help by making sure we quit releasing pet lionfish into the ocean because that is the main part of this problem.

So, if we do this right we could save over seventy different types of animals that live in the ocean because then they will be able to eat and stay in there habitat if they aren't the lionfish's prey. But, if people just quit releasing there lionfish pets it would make a huge difference. It may not seem like it, but you are. Also, it will help out the community's environment exspecially if you live by the ocean.

Now, I understand that people release them into the ocean because sometimes maybe there owners can't always be there and help them or maybe when you have kids you are afraid hurt them but that dosen't only hurt you but it is hurting a bunch more animals out there. We shouldn't do this because of all these reasons and more. But, it is for a good cause.

So, if you have a pet lionfish and you don't want or you don't think it is safe don't just throw it in the ocean. Ask around your community and see if someone else would want it. Talk to someone today and get help to keep lionfish taking over the ocean. You could even this into a school project with your teacher and classmates or even with an adult and turn it into a community project. Thank you to the people that have done there part helping the enviroment.

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- stays focused on the topic as to why students should not release their pet lionfish into the wild (e.g., *So, we need to help by making sure we quit releasing pet lionfish into the ocean because that is the main part of this problem.*).
- presents several ideas and supports some of these ideas with details (e.g., *... not alot of animals can eat the lionfish so they can't control there population... we could save over seventy different types of animals that live in the ocean.*).
- has a clear order with a beginning, middle, and an end along with a logical progression. The introduction is very brief, but the conclusion is solid (e.g., *So, if you have a pet lionfish... Talk to someone today and get help to keep lionfish taking over the ocean.*).
- exhibits more than adequate word usage, including varied sentence patterns and complex sentences.
- is fluent and easy to read.
- displays a clear sense of audience (*So you may be asking yourself why do we need to help get rid of these fish? But, it is for a good cause. Thank you to the people that have done there part helping the enviroment*).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has a few comma errors (e.g., *Also, it will help out the community's environment[,] exspeccially if you live by the ocean.*).
- has a few grade-level spelling errors (e.g., *alot* [a lot], *dosen't* [doesn't], *there* [their]).
- contains no run-on sentences.

Writing Prompt, Sample E

Writing – Score Point 4

Grammar and Usage – Score Point 4

Don't let go of Lionfish!

Do you know why you shouldn't let go of lionfish? If you have a pet lionfish and you don't want to keep it anymore don't let it go into the ocean!

Lionfish are invasive to the U.S. So if you live by the beach some were in the U.S. and have a pet lionfish that you don't want anymore, don't let it go in the ocean.

Lionfish kill hundreds of fish because of the venom in there spikes and they eat hundreds of fish even if there stuffed. Lionfish lay millions of eggs and nobody can stop them because they are very dangerous and there are to many of them.

Some places train sharks to eat them because lionfish spikes and venom don't effect sharks very much. Other places have contests to see who can catch the most and some people take off there spikes so they can eat the lionfish.

A lot of scientists agree with me because in "Beware of This Fish!" scientists say that they don't like how lionfish are invading the U.S.

If you let you pet lionfish go in the ocean (if you have one) no matter were you live, unless its native to that area something bad could happen! So don't let your pet lionfish get into the ocean!

Notes for Writing Prompt, Sample E

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- stays mostly focused on the topic as to why students should not release their pet lionfish into the wild.
- has some relevant ideas and information. The response includes several facts and details relevant to the topic, but at times, they are just listed (e.g., *Lionfish kill hundreds of fish because of the venom in there spikes and they eat hundreds of fish even if there stuffed... take of there spikes so they can eat the lionfish.*).
- has an order with a beginning, middle, and an end. It includes an introduction and a competent conclusion. Although there is a clear sequence, it is mostly paraphrased from each paragraph in the passage with almost no original ideas.
- exhibits word usage that is mostly adequate and uses mostly common words. As mentioned above, most of the writing is paraphrased.
- displays some sense of audience in the introduction and conclusion.

NOTE: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or capitalization of proper nouns
- has no ending punctuation errors.
- has 1 apostrophe error (*its* [it's]).
- has 2 comma errors (e.g. *If you have a pet lionfish and you don't want to keep it anymore [,] don't let it go into the ocean!*).
- has 2 subject and verb agreement errors (e.g., *Lionfish lay millions of eggs and nobody can stop them because they are very dangerous and there are to many of them.*).
- has a few grade-level spelling errors (e.g., *some were* [somewhere], *there* [their], *to* [too]).

Writing Prompt, Sample F

Writing – Score Point 4

Grammar and Usage – Score Point 4

Lionfish

I have 2 good reasons you shouldn't release your lionfish into the ocean. They are very good reasons why you shouldn't.

Lionfish invade the other oceans animals habitats. They invade other animals habitat by hunting other ocean animals. They are also invading because a female lionfish can have up to 2 million eggs. One last way they are invading the habitat is that they don't even belong in the habitat.

My second reason is that they kill other animals. Lionfish kill other animals by using their venom in the spikes on their body. They also use their venom to kill plants. Lionfish accidentally kill animals in another ways to, they take all the food. Even when they are full they keep eating!

Finally, I have some suggestions for you (instead of you releasing your lionfish into the water animals habitat). My first suggestion is that you could ask a family member if they want your lionfish, maybe they will say "Yes". My second suggestion is that you could ask a friend if they wanted to take care of it while you find it a home. My finale is that you could take it to a pet store and sell it for some big bucks.

These are some reasons and suggestions on lionfish. I really hope you consider.

Notes for Writing Prompt, Sample F

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- stays mostly focused on the topic as to why students should not release their pet lionfish into the wild and provides ideas for a solution if the lionfish cannot be kept (e.g., *...ask a family member if they want your lionfish...ask a friend if they wanted to take care of it while you find it a home... take it to a pet store and sell it for some big bucks.*).
- includes some relevant ideas and information (e.g., *Lionfish invade the other oceans animals habitats. Lionfish kill other animals by using their venom in the spikes on their body.*).
- has an order with a beginning, middle, and an end.
- exhibits word usage is mostly adequate and uses mostly common words.
- displays some sense of audience (e.g., *I have 2 good reasons you shouldn't realease your lionfish into the ocean... I have some suggestions for you... I really hope you consider.*).

NOTE: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in beginning capitalization or capitalization of proper nouns.
- has no ending punctuation errors.
- has two comma errors (e.g., *Even when they are full [,] they keep eating!*).
- has one apostrophe error (e.g., *animals* [animal's]).
- has a few grade-level spelling errors (e.g., *realease* [release], *to* [too], *finale* [final]).
- contains two run-on sentences (e.g., *Lionfish accidently kill animals in another ways to, they take all the food.*).

Writing Prompt, Sample G

Writing – Score Point 3

Grammar and Usage – Score Point 3

They shouldn't release lion fish because they are a harm to other species. You shouldn't keep lionfish as a pet because they are harmful to people as well. Lionfish live in the U.S. and scientists don't think it's possible to get rid of all of the invasive lion fish. Lionfish are all over the world there's a bunch in a lot of oceans they mainly live in Florida and they only live in the ocean. But lion fish will always be a harm to people in the world. But they are spiders that are just called lionfish. Look nice but they will never be nice but they don't even look nice lionfish are one of the mean kind of fish or spider, or lionfish are Really! Really! Mean they will never ever be one of my favorite creature ever!

Notes for Writing Prompt, Sample G

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- stays minimally focused on the task. The writing becomes confusing and at times difficult to follow (e.g., *But lion fish will alway be a harm to people in the world. But they are spiders that are just called Lion fish. Look nice But they will never be nice...*).
- includes some relevant ideas and details (e.g., *...they are a harm to other spices. You shouldn't keep lion fish as a pet because they are harmful*).
- has some evidence of organization. The writing starts out well in the beginning but then becomes difficult to follow and wanders between topics in the middle.
- has a minimal introduction and a minimal conclusion.
- has word choices that are ordinary and common.
- exhibits minimal awareness or attempt to write for an audience.

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has 2 errors in capitalization of proper nouns (e.g., *u.s.* [U.S.], *florida* [kind]).
- has one apostrophe error (e.g., *theres* [there's]).
- includes more than a few grade-level spelling errors (e.g., *harmfull* [harmful], *realese* [release], *cind* [kind]).
- contains a few sentence fragments (e.g., *Mean they will never ever be one of my favorite cricher ever! to people as well.*).
- contains two run-on sentences (e.g., *Lionfish are all over the world theres a bunch in a lot of oceans hey mainly live in florida and they only live in the ocean. Look nice but they will never be nice but they don't even look nice lionfish are one of the mean cind of fish or spider, or lionfish are Really! Really! Mean they will never ever be one of my favorite cricher ever!*).

Writing Prompt, Sample H

Writing – Score Point 3

Grammar and Usage – Score Point 3

Why do you think people should not let lionfish back in the wild?

lionsfish should not be let back in the wild because in the story it said, that they were very harmful to many different animals. Some of the animals that got hurt by the lionfish became extinct.

One of the reasons that animal became extinct was that the spikes on the lionfish have poison in them which could hurt or even kill them.

They also shouldn't be released into the wild because they take over many animals habitats. Thats why they shouldn't be released into the wild.

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- stays minimally focused on the task while providing some ideas that are relevant to the topic. The idea that lionfish will harm other animals is repeated often in the writing (e.g., *harmful...got hurt...became extinct.*) and (e.g., *extinct...poison...hurt or even kill them.*).
- has some order with a beginning (e.g., *Why do you think people should not let lionfish back in the wild?*), middle, and end (e.g. *That's why they shouldn't be released into the wild.*).
- exhibits word choices that are ordinary and common.
- demonstrates some awareness of audience (e.g. *Why do you think people should not let lionfish back in the wild?*).

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in capitalization of proper nouns.
- has no errors in beginning capitalization (e.g. *lionsfish* [Lionfish]).
- has no ending punctuation errors.
- includes one error with unnecessary comma (e.g., *...because in the story it said, that they were...*).
- has two apostrophe errors (e.g., *animals* [animal's], *Thats* [That's]).
- has no subject and verb agreement errors.
- includes one grade-level spelling error (e.g., *diffrent* [different]).
- contains no run-on sentences or fragments.

Writing Prompt, Sample I

Writing – Score Point 2

Grammar and Usage – Score Point 2

Reasons why you should'nt put lionfish in the ocean. One of them is they might take over the ocean. They can kill a lot of animals. They can eat over 70 different kinds of animals. They also have spikes and it lets out of venom, that's why it can kill a lot of animals. But they, canot kill a shark with their venom it dose'nt bother the sharks at all!!

Notes for Writing Prompt, Sample I

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- is not fully developed to the topic and only partially accomplishes the task.
- has listed several facts and ideas with no development of the topic (e.g., *They can eat over 70 different kinds of animals. They also have spikes and it lets out of venom, that's why it can kill a lot of animals.*).
- has no clear beginning, middle, or end.
- exhibits little evidence of attention to word choice.
- contains common, minimal word usage.
- demonstrates no sense of audience.

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar & Usage Rubric.

This sample

- has no errors in capitalization of proper nouns.
- has two apostrophe errors (e.g., *should'nt* [shouldn't], *dose'nt* [doesn't]).
- has one error in comma use (e.g., *...they, cannot kill a shark... [unnecessary comma]*).
- has no ending punctuation errors.
- has one subject and verb agreement error (e.g., *They also have spikes and it lets out of venom...*).
- has one grade-level spelling error (e.g., *cannot* [cannot]).
- has one sentence fragment (e.g., *Reasons why you should'nt put lionfish in the ocean.*).

Writing Prompt, Sample J

Writing – Score Point 2

Grammar and Usage – Score Point 2

Students who have pet lionfish should not release them in to the wild because they eat over 70 ocean animals. And they shoote out venom which is poison that can hert or even kill an animal. And they also have two million eggs in a year and that can hurt the ocean water. And it hurts the ocean habitat. And the lionfish don't leave very much food for the other fish. And they are onley the size of a diner plate. And other animals are scard of it.

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- is not fully developed to the topic and only partially accomplishes the task.
- has fragmented ideas with no development of the topic (e.g., *And the lionfish don't leave very much food for the other fish. And they are onley the size of a diner plate.*).
- has no clear beginning, middle, or end.
- contains common words and only one simple sentence structure (e.g., *And they... And they... And it...*).
- demonstrates no sense of audience.

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar & Usage Rubric.

This sample

- shows minimal command of language skills.
- has several sentence fragments that begin with “*And*” (e.g., *And they...And it...*).
- has a few errors in grade level spelling (e.g., *onley* [only], *scard* [scared], *hert* [hurt]).

Writing Prompt, Sample K

Writing – Score Point 1

Grammar and Usage – Score Point 1

No, the Lionfish shouldn't Be reLeased Because it causes to Many Problems in the ocean aLone.
If they release the Lionfish it could Be a theart to the wildlife and the fish

Notes for Writing Prompt, Sample K

Writing - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task.
- is very brief and the ideas presented are underdeveloped (e.g., ...*causes to Many Problems... could Be a theart to the wildlife and the fish.*).
- has little to no order with no clear beginning, middle, or end.
- exhibits minimal attention to word usage and uses simple vocabulary or words taken directly from the text (e.g., ...*the Lionfish shouldn't Be reLeased...*).
- demonstrates no sense of audience.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally too brief or rambling or repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar and Usage - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Grammar & Usage Rubric.

This sample

- shows less than minimal command of language skills.
- has 2 sentences with numerous errors in spelling, capitalization, and punctuation.

Writing Prompt, Sample L
Writing – Score Point 1
Grammar and Usage – Score Point 1

my Plan is to chach the Lionfish. And show that the Lionfish is real

Notes for Writing Prompt, Sample L

Writing – Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task.
- is very brief and the ideas presented are underdeveloped (e.g., *my Plan is to chach the Lionfish*).
- has very little order with no clear beginning, middle, or end.
- Exhibits very limited word usage and uses simple vocabulary.
- demonstrates no sense of audience.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally too brief or rambling or repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar & Usage – Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Grammar & Usage Rubric.

This sample

- shows less than minimal command of language skills.
- has one error in beginning capitalization but capitalizes other words that should not be capitalized.
- has one error in punctuation (e.g., *the Lionfish is real [.]*).
- has one error in grade level spelling (*chach* [catch]).
- has one sentence fragment (e.g., *And show that the Lionfish is real*).